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ABSTRACT

Bringing social studies textbooks to life has been a growing concern of educators. The use of general interest books, or trade books, can be a helpful means of supplementing the traditional textbook. This document is a study designed to identify trade books to supplement the main themes, goals, and topics of Communities and Resources, Silver Burdett's third grade textbook in The World and Its People social studies program. A database was created to conduct the searches for appropriate trade books. This database is discussed and the particulars of its usage explained. Sample reports generated by the search are provided, organized in formats specifically for teachers, students, and librarians. Examples of searches done by key word, reading level, author and book title, also are included. Eight recommendations on how trade books can be utilized by social studies teachers are presented along with an 18-item bibliography. (DB)

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Supplementing the Social Studies Curriculum with Trade Books

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by

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SO 021 703

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Exit Project, E591

June 6, 1991

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Chapter 1

Comments about the Literature-Social Studies Connection

Social studies is an important part of a child's total education. Citizenship preparation is the common element in most social studies rationale statements (Schug 76). It is in the social studies program where fundamental principles of democracy are taught. Other important aspects of the social studies program are how to be a useful citizen, how to learn from the past, how to understand social issues, how to get along with and understand others, and how to appreciate and respect cultural differences (Schug 76).

According to Freeman and Levstik, a good way to introduce social studies to children is through trade books (330). Because stories are more easily understood than textlike writing, it is beneficial to use trade books to supplement the social studies textbook. There is a real concern about the quality of social studies textbooks. Some researchers believe that:

> Social studies textbooks are of poor instructional quality because of a combination of factors: preoccupation with superficial yet broad content coverage, lack of care in content choice and presentation, absence of "point of view" and the use of readability formulas that result in "inconsiderate" content presentation involving

> short sentences, simple vocabulary and the exclusion of connectors and referents that help make text easier for youngsters to comprehend. (Woodward et al. 52)

Standard social studies textbooks offer facts without the human element (Billig 856). Children's literature adds human emotions to social studies (O'Brien 53).

Another reason to use trade books in the social studies program is to allow pupils a variety of topics, writing styles, and reading levels. According to McGowan and Guzzetti (17), the range of reading abilities in a social studies classroom can be "two to three grade levels above and below" pupils' actual grade placements. This means that in a third grade social studies class, the reading abilities could range from as low as the first grade reading level to as high as the sixth grade reading level. With the wide variety of trade books available, pupils are able to read comfortably at their own reading levels (McGowan and Guzzetti 17; Wheeler 166).

A major reason to supplement the textbook with trade books is to engage the pupils' interests in social studies (McGowan and Guzzetti 17). Because stories can reduce reality down to a manageable size, they are a powerful way of capturing pupils' interests (Common 246-247). Trade books present facts in an interesting way and in connection with a few concepts (Wheeler 167). "Trade books . . . are usually more intriguing and enjoyable than textbooks" (McGowan and Guzzetti 17). History can come alive to pupils through the use of trade books in the social studies class (Freeman and Levstik 331; Gallo and Barksdale 286;

Troy 474). Billig (856) asserted that when children get completely involved in reading trade books, they can be motivated to go beyond the stories to search for answers to their own questions.

Comprehensibility is another reason to add trade books to the social studies curriculum. Textbooks have been criticized for containing too many concepts and giving them in a list-type organization (McGowan and Guzzetti 17). McGowan and Guzzetti stated that "texts rarely guide students step-by-step through the process of understanding new content. . . . Research demonstrates that tradebooks provide causual relationships between concepts to help students grasp those ideas" (17). Research has also shown that social studies textbooks are not enough. Often too many topics are mentioned with too little depth (Woodward et al. 51). Trade books have the ability to teach concepts and facts at the same time with a more appealing manner and with a more lasting influence than textbooks alone (Wheeler 166-167). McCann (15) asserted that "used appropriately, historical writings for children can lead to greater depth of understanding." Troy felt that historical fiction helps children understand that "history is people rather than just a series of events" (473).

Trade books also make concepts relevant to pupils, which is another reason trade books need to be incorporated into the curriculum (McGowan and Guzzetti 17). Children in the elementary grades are mostly interested in their immediate and concrete world. Children live in the present (McCann 13; Cianciolo 452).

Children find it difficult "to consider as reality anything that happened before they were born" (Cianciolo 452). Trade books with historical settings can help children view the past as a reality by allowing them to vicariously experience it (Freeman and Levstik 331; Gallo and Barksdale 286; McCann 13). "Historical fiction can make history seem real to students by relating factual information to something the students already know -- real life experience" (McCann 13). Research has shown that when a pupil is able to relate his own experiences and prior knowledge to new concepts, his comprehension of the new concepts is facilitated (McGowan and Guzzetti 17). Children can often put themselves in the action occurring in a trade book (Wheeler 167), which may allow the children to "better understand past events and relate them to their own lives" (McCann 13). Feelings of hardships like poverty, hunger, and loss of loved ones' lives can more easily be grasped through the reading of trade books than through the reading of textbooks (Cianciolo 454). Many trade books, especially fiction, use characters to explain such feelings where textbooks do not. Freeman and Levstik hold that through historical fiction children can see history as significant and relevant (332).

Citizenship preparation is a major purpose for teaching social studies (McGowan and Guzzetti 18; Schug 77). Through the use of trade books in the social studies program, pupils can be taught how to think and read critically, which is an important aspect of a good citizen. For example, when pupils get old enough to vote in presidential elections, it is important to have the ability to detect authors' biases in material written about

the candidates. Trade books can be used to teach pupils how to examine points of view, separate fact from opinion, recognize cause and effect relationships, and solve problems (McGowan and Guzzetti 18; Freeman and Levstik 330). Pupils can be challenged to discuss historical fiction and to analyze the story for accurate details (Freeman and Levstik 330). Wheeler (167) stated that trade books "encourage children to arrive at their own conclusions" -- to think.

Freeman and Levstik (336) asserted that children's "literature alone will not give children a sense of history, but it can plant the seed of interest to be nurtured by a good teacher." Children can and need to be led to a personal meeting with social studies through the reading of historical fiction and other types of trade books. "For without the ability to empathize, to put oneself into the past, history can be a dry and barren ground for children" (Freeman and Levstik 336).

Statement of the Problem

Social studies textbooks have been a concern to educators for some time. Often textbooks cover too many concepts and cover them superficially. Textbooks are often dull to pupils because fact upon fact is written without capturing the pupils' interests and without connecting the facts of social studies with pupils' prior knowledge. Social studies can come alive and be more interesting to pupils by supplementing the social studies textbook with trade books.

Purpose of the Study

The main purpose of this study was to identify trade books found at the Elkhart Public Library that supplement the main themes, goals, and topics of Communities and Resources, Silver Burdett's third grade textbook in The World and Its People social studies program. Another purpose of this study was to benefit teachers and pupils. Teachers can direct pupils to trade books according to the topics to be studied, the pupils' interests, and the pupils' reading levels. Teachers can use the trade books to add to the information they already have. Books to be read aloud to pupils can be selected from this study. Teachers can also benefit from this study by obtaining the information that is needed for ordering trade books for their own classroom libraries and/or their school libraries.

Organization of the Study

This study will first state the themes and summarize the topics in Communities and Resources, which is Silver Burdett's third grade textbook in The World and Its People social studies program. This was the starting point of this project. Using the themes and topics, computer searches were made at the Elkhart Public Library. Topics were also compared with some of the annual book reviews given in the Social Education periodical. Further searches were then made at the Elkhart Public Library to

find trade books that were found in these reviews on topics that were covered in the Communities and Resources textbook.

The second part of this study will concern the data base. After defining a data base, its creation and what it can do will be discussed; and sample pages will be included.

In the third part of this study, comments will be made concerning the supplementary reading list that is given by Silver Burdett for the Communities and Resources textbook.

Limitations of the Study

There were three major limitations of this study. The first limitation was that trade books were found that would supplement The World and Its People social studies program, specifically the third grade textbook, Communities and Resources.

The second limitation concerned the library. The Elkhart Public Library (including the branches and the bookmobile) was the only library consulted as a place to find trade books to supplement the textbook. Library holdings change; new trade books are added to the shelves, and old trade books are removed. As a matter of fact, some trade books that were on the library shelves during the initial stages of this study were removed a few weeks later. Consequently, they were removed from this study. Therefore, this study can never really be completed.

Books that the Elkhart Public Library could obtain from other libraries in Indiana and from libraries in other states were not included in this study.

The third limitation concerned the list of supplementary

resources included in the teacher's edition of Communities and Resources. The supplementary resources included a list of: books for pupils, books for teachers, filmstrips, and records. This study only considered the list of books for pupils.

Terms in the Study

Advanced Grade: "Any grade of the elementary school above the intermediate level" (Good 263).

Book Classification: "A systematic grouping of books according to predetermined categories or characteristics" (Good 104).

Children's Literature: Children's literature is any non-textbook including fiction, poetry, biography, and non-fiction written for children (McGowan and Sutton 10).

Critical Thinking: "Thinking that proceeds on the basis of careful evaluation of premises and evidence and comes to conclusions as objectively as possible through the consideration of all pertinent factors and the use of valid procedures from logic" (Good 608).

Data Base: "A database is a collection of information that is stored and organized. Three good examples of databases are your phone book, a rolodex on someone's desk, and a library card file" (Button 26).

Field: "A field is a piece of information inside a record" (Button 27). In this study some fields are: author, title, year of publication, place of publication, publisher, book review citations, and key words.

Historical Fiction: "Fiction for children and young people which, at its best, reflects an accurate picture of the people, the setting, and the character of the time about which it is written" (Good 238).

Intermediate Grade: "One of those elementay grades between the primary level and the junior high level; grade 4, 5, or 6" (Good 209).

Primary Grade: "Any one of the first three grades of an elementary school" (Good 263).

Prior Knowledge: "An individual's background experiences" (Readence et al. 285).

Pupil: "One who attends a kindergarten or a school of elementary level" (Good 461).

Readability Formulas: "A technique for determining the difficulty of reading materials, generally taking into account vocabulary and sentence length, although additional aspects are included in different formulas" (Good 471).

Reading Level: "The level of achievement reached by a reader, generally defined in terms of grade or stage of growth, for example, the reading-readiness level, the first-grade level, etc." (Good 474).

Record: "A record contains all the information about one item in a database file" (Button 27). In this study, each book is a record.

Supplement: "To fill up or supply by additions: add something to: fill the deficiences of" (Gove 2297).

Textbook: "A book dealing with a definite subject of study, systematically arranged, intended for use at a specific level of instruction, and used as a primary source of study material for a given course" (Good 605).

Trade Books: "Any quality work that is not a textbook including biography, history, fiction, poetry, drama, and informational books" (McGowan and Guzzetti 17).

Chapter 2

Summary of the Textbook

The textbook used in this study was Silver Burdett's third grade social studies textbook, Communities and Resources, a part of The World and Its People social studies program. There are four units (consisting of two chapters each) in Communities and Resources. Unit titles, chapter titles, and chapter themes and main topics were recorded.

Unit 1: Learning About Communities.

Chapter 1: Using Maps, Graphs, and Time Lines.

Theme: Maps, globes, time lines, charts, and graphs are all valuable tools that help us learn more about the world in which we live.

Topics: This chapter discusses maps and globes, including some differences between them. The North and South Poles are mentioned, along with the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles. Parts of maps are explained: symbols, key, compass rose, scale, longitude, and lattitude. Towns are compared with cities, and states are compared with communities. The fifty states of the United States, the function of the state capitals, and the seven continents are brought up. The uses for time lines and

various kinds of graphs are mentioned.

Chapter 2: Studying Your Community.

Theme: Learn how to study your own community.

Topics: An example of how one group of pupils studied their community is given in this chapter. Ways of studying one's community are suggested. Information about a community can be obtained by using the resources at libraries, visiting various places, conducting interviews, and writing letters. Communities have places to go for recreation and for learning. National parks and museums are considered.

Unit 2: Living in Different Communities.

Chapter 3: Living in Cities.

Theme: Large cities share common traits and needs even though they were founded and grew for many reasons.

Topics: Examples of how some cities began are given in this chapter. Some of the cities mentioned are Denver, Cincinnati, Miami Beach, Atlanta, and Washington, D. C. Reasons people live in cities are stated. Types of city housing, factories, goods and services, and recreation are mentioned. A circus and baseball games can be seen in some cities. City transportation is also introduced.

Chapter 4: Living in Smaller Communities.

Theme: Towns are smaller than cities. Some people, who live in towns, work in towns. Other people, who live in towns, work in cities.

Topics: The author of Communities and Resources tells how his town, Humble, Texas, began. Humble, Texas, participates in an annual trail ride to Houston, Texas. A blacksmith travels with the trail ride. The term "suburb" is defined. Various ways of celebrating Independence Day are mentioned. Commuting to work in a different community is explained. Ways people conserve gasoline are cited.

Unit 3: **Farms and Resources Support Our Communities.**

Chapter 5: **Farms and Ranches Support Our Communities.**

Theme: Technological advances in agriculture have increased production of farms and ranches in the United States.

Topics: Changes in farming include changes in fertilizers and changes in harvesting. A dairy farm is discussed, along with vegetable farms and ranches. Some agricultural terms mentioned are: irrigation, wheat, greenhouses, a cannery, and citrus fruits. Transportation on a ranch and rodeos are brought up.

Chapter 6: **Natural Resources Support Our Communities.**

Theme: People everywhere need and use natural resources to make life better. The earth is full of many different kinds of natural resources.

Topics: Some natural resources mentioned in this chapter are minerals, forests, iron, lakes, coal, and oil. Mining, oil drilling, an oil refinery, and an offshore oil platform are described. Fishing is important to

some communities. President Theodore Roosevelt helped with conservation. Forest rangers' duties are briefly explained.

Unit 4: Citizenship in the United States.

Chapter 7: We Need Rules.

Theme: Communities need rules and services. Rules or laws are made by elected officials. Our fifty state capitals are the center of state governments, while Washington, D. C. is our national capital.

Topics: Why we need rules is addressed in this chapter. Mayors, judges, and police officers are mentioned. Elections are held so people can vote for their government leaders. Those who break laws may have a penalty or a fine to pay. Taxes and property taxes are briefly noticed. Some people give gifts to communities. Differences between the national capital and a state capital are cited. Places of interest in Washington, D. C. are described.

Chapter 8: Bringing Our People Together.

Theme: Modern Communications help us know and understand our world and ourselves. Many inventions have helped improve our communication systems.

Topics: Some forms of communication are telephone, television, and print, which includes newspapers, magazines, books, and letters. Cables, satellites, and antennae are used in various forms of communication. The postal service and zip codes are discussed.

Summary of the Data Base

The IBM Personal Computer XT was the computer utilized for this study. The 3.20 version of the Disk Operating System (DOS) was used. The PC-File (version 5.0) program was the data base employed in this study. "A database is a collection of information that is stored and organized" (Button 26) for rapid retrieval.

Specific information about children's books was stored. Information about the trade books stored in this data base can be sorted in various ways, yet the information only needed to be entered into the computer one time.

In setting up this data base, a decision had to be made concerning the information needed for each book. Page 16 shows the information sought for each record included in this study.

BOOK INFORMATION	COMPUTER FORM
Author of the Book	AUTHOR
Title of the Book	BOOK TITLE
(More) Complete Book Title	COM BK TITLE
Year of Publication	YR of PUBLIC
Publisher of the Book	PUBLISHER
Place of Publication	PLACE of PUB
International Standard Book Number	ISB NUMBER
Library of Congress Number	LIBR of CONG
Dewey Decimal Number	DEWEY DECIMA
Book Review A	BOOK REV A
Book Review B	BOOK REV B
Book Review C	BOOK REV C
Book Review D	BOOK REV D
Book Review E	BOOK REV E
Key Word A	KEY WORD A
Key Word B	KEY WORD B
Key Word C	KEY WORD C
Key Word D	KEY WORD D
Reading Level	READ LEVEL
Related Texbtook Chapter	TEXT CHAPTER
Location of the Book	BK LOCATION
Illustrator of the Book	ILLUSTRATOR
Number of Pages in the Book	PAGES in BK
Classification of the Book	CLASSIFICATI
Special Features	SPEC FEATURE
Recommended Book List	RECOMBKLIST

Remarks about some of the fields in the data base were necessary.

AUTHOR: The authors were entered into the data base by last name followed by a comma and first initial. When a book with two or more authors was found, the author listed first on the library's computer or on the trade book was entered into the data base, followed by an ampersand (&) symbol.

TITLE: Titles beginning with an article (a, an, or the) were entered into the data base according to the second word. The article appears at the end of the title preceded by a comma.

(MORE) COMPLETE BOOK TITLE: As much of the book title that could be printed was included in this section. Titles beginning with an article were entered into the data base according to the second word. The article appears at the end of the title preceded by a comma.

INTERNATIONAL STANDARD BOOK (ISB) NUMBER: According to the librarians at the Elkhart Public Library, this is a very important number for them. This is the number which is used to order trade books for the library's collection. The ISB number for some books was not found. However, these books were entered into the data base since they were a part of the Elkhart Public Library's collection.

LIBRARY OF CONGRESS NUMBER: Librarians from the Elkhart Public Library stated that the Library of Congress number is not useful to them since the Elkhart Public Library is on the Dewey Decimal system. However, this number was found for some of the trade books in this study. The Library of

Congress number was entered into the data base when it was found in case it would be needed for future use.

DEWEY DECIMAL NUMBER: The Elkhart Public Library is on the Dewey Decimal system. This is a classification for non-fiction trade books. Fiction books are arranged on the shelves in alphabetical order by the authors' last names. Easy books are in a separate area but are also arranged in alphabetical order by the authors' last names.

BOOK REVIEWS (A, B, C, D, E): An attempt was made to locate book reviews for each trade book considered for inclusion in this study. There were a few trade books for which book reviews were not found. Those trade books were included in the study.

The citations of the book reviews concerning the trade books included in this study were presented in the following order.

Periodical (Abbreviated) Date Volume : page

For example, SE 04/90 54:p222 represents a review found on page 222 in the April of 1990 issue of the Social Education periodical, volume 54.

On the next page is the list of periodicals that were cited in the book reviews included in this study, preceded by their abbreviations. The periodicals' abbreviations were entered into the data base.

Periodical Abbreviation	Name of the Periodical
BL	*Booklist
BOT	Books of the Times
BS	Best Sellers
BW	Book World
CBRS	Children's Book Review Service
CCB-B	Bulletin of the Center for Children's Books
CE	Childhood Education
CT	Chicago Tribune
Cur R	Curriculum Review
EJ	English Journal
GT	Grade Teacher
GW	Guardian Weekly
HB	*Horn Book
Inst	Instructor
J Read	Journal of Reading
KR	*Kirkus Review
LA	Language Arts
LJ	Library Journal
NYT	New York Times
NYTBR	New York Times Book Review
PW	*Publisher's Weekly
RT	Reading Teacher
SB	Science Books
Sci Am	Scientific American
SE	*Social Education
SLJ	*School Library Journal
Spec	Spectator
SR	Saturday Review
SS	Social Studies
TLS	Times Literary Supplement
WLB	Wilson Library Bulletin

*Periodicals that were especially helpful.

KEY WORDS (A, B, C, D): The key words for each trade book were obtained from the subject words on the library's computer, the trade book itself, and/or the book reviews. An attempt was made to obtain four key words for each trade book.

READING LEVEL: Reading levels were given in many of the book reviews. Reading levels were also obtained by consulting Children's Books in Print, Children's Catalog, and Elementary School Library Collection. The reading levels were not expressed in the same way in the various sources that were consulted. Some reading levels were expressed by age, some by grade, and some by the terms primary, intermediate, and/or advanced levels. The reading levels entered into this data base were:

P	for	Primary Level
PI	for	Primary and Intermediate Levels
I	for	Intermediate Level
IA	for	Intermediate and Advanced Levels
A	for	Advanced Level
PIA	for	Primary, Intermediate, and Advanced Levels (all levels)

Although the trade books in this data base were coordinated with a third grade textbook, trade books at lower and higher reading levels were included to accommodate the range of reading levels in one classroom. Also, the teacher could read trade books on all levels to the pupils.

TEXT CHAPTER: Each trade book that was entered into the data base related to a topic or theme of one chapter in the textbook. That chapter number was entered into the data base.

BOOK LOCATION: Information on where the book can be found was given here. The locations were abbreviated as follows:

B-C	Bookmobile - Children's area
M	Main
M-C	Main - Children's area
M-Ccc	Main - Children's area (career's collection)
M-IC	Main - Indiana Collection
M-Coc	Main - Children's area (oversize collection)
M-Cpr	Main - Children's area (paperback rack)
M-Cra	Main - Children's area (reference area)
M-YA	Main - Young Adult area
O-C	Osolo Branch - Children's area
PM-C	Pierre Moran Branch - Children's area

Through placing a "hold" on the computer terminal at the Elkhart Public Library, books from the branches (including the bookmobile) can be sent to the main library, and books from the main library can be sent to any of the branches.

ILLUSTRATOR: Some trade books do not have illustrations, while others are illustrated with pictures, photographs, prints, or drawings. Those trade books that were found to have no illustrations were noted by the words "No illustrations" in the illustrator field. Whenever possible the illustrator was named. However, where there was a number of sources responsible for the photographs, prints, or drawings, no illustrator was named. Rather, the word "Photos" was put in the illustrator field.

NUMBER OF PAGES: The number of pages in each trade book was entered in this field. Teachers and pupils can read only the pertinent portions of books. Books of any number of pages can be read aloud to the class by the teacher. A

book's length does not need to deter the teacher or the pupils from reading it.

CLASSIFICATION: Whenever possible the books were classified as to fiction, non-fiction or information picture book (abbreviated "Info Picture Bk"), biography, poetry, or song.

SPECIAL FEATURES: Special features include bibliographies, indexes, maps, glossaries, and Newberry or Caldecott awards.

Recommended Book List: Those trade books that were found at the Elkhart Public Library and on Communities and Resources' recommended reading list were marked "Yes" in this field. The trade books included in this study but were not found on the recommended reading list of the textbook were marked "No" in this field.

After obtaining the information for the trade books that could be used to supplement Communities and Resources and after reading about the PC-File data base, the data base was created and the information about the trade books was entered into it.

Reports were selected for the purpose of showing some of the capabilities of the data base. Each report was explained, data was retrieved, and a print out of the selected records was made and inserted after each explanation.

Report: INFORMATION for the TEACHER

The information needed by a teacher differs in some way from the information needed by a pupil and a librarian. The author, title, special features of the book, reading level, the textbook chapter to which the trade book was correlated, and the book classification were included in this report.

Page 23A is a sample of the "Information for the Teacher" page alphabetized by author.

Page 23B is a sample of the "Information for the Teacher" page alphabetized by book title.

Page 23C demonstrates the "Information for the Teacher" page arranged by textbook chapters. For example, all of the trade books included in this study that supplement chapter one of Communities and Resources are listed first, followed by the trade books that supplement chapter two.

Page 23D demonstrates a search by reading level (I) and textbook chapter (5).

Page 23E displays a search for those trade books that supplement chapter one and are nonfiction books.

INFORMATION for the TEACHER

AUTHOR	BOOK TITLE	SPECIAL FEATURES	READ LEVEL	TEXT CHAP	CLASSIFICATION
Aaseng, N	Fortunate Fortunes, The	Bibliography, Index	IA	2	Biography
Allen, T.	On Granddaddy's Farm		P	5	Fiction
Anderson, J.	American Family Farm, The		I	5	Nonfiction
Anno, M.	Anno's USA		PIA	1	Fiction
Appel, M.	First Book of Baseball, The	Charts, glossary, index	PIA	3	Nonfiction
Ashabranner, B.	Born to the Land	Bibliography, index	IA	5	Nonfiction
Baker, D.	I Want to Be a Librarian		P	7	Nonfiction
Barton, B	Trains		P	3	Info Picture Bk
Bendick, J.	Automobiles	Glossary, index	IA	3	Nonfiction
Bleeker, S.	Sea Hunters, The	Index	IA	6	Nonfiction
Blos, J.	Gathering of Days, A	Newberry Medal	IA	5	Fiction
Brandt, S.	Facts About the Fifty States	Index	IA	1	Nonfiction
Brandt, S.	How to Write a Report		IA	2	Nonfiction
Branley, F	North, South, East, and West		P	1	Nonfiction
Brink, C.	Caddie Woodlawn	Newberry Medal	I	5	Fiction
Bucknall, R	Trains	Index, maps	PIA	3	Nonfiction
Cartwright, S.	What's In a Map?	Map	P	1	Nonfiction
Coats, L.	Mr. Jordan in the Park		P	2	Fiction
Cobb, V.	Sense of Direction		PI	1	Nonfiction
Coerr, E	Josefina Story Quilt, The		P	4	Fiction
Conrad, P	My Daniel		IA	2	Fiction
Cowcher, H.	Rain Forest		P	6	fiction
DeArmond, D.	Sea Oil Lamp, The		PI	1	fiction
Doty, R	Where Are You Going . . . Oil?			6	Nonfiction
Doty, R. &	Where Are You Going . . .Coal?	index	I	6	nonfiction
Epstein, S. &	First Book of Maps and Globes	Bibliography, maps, index	PIA	1	Nonfiction
Fenten, D	Harvesting the Sea		I	6	Nonfiction
Ferris, J	Arctic Explorer	Bibliography, index, maps	PI	2	Biography
Fisher, L	Death of Evening Star, The		IM	6	Fiction
Fisher, L	White House, The	Index	I	7	Nonfiction
Fleischman, S	Scarebird, The		P	5	Fiction
Garland, M	My Cousin Katie		P	5	Fiction
George, J	Julie of the Wolves	Newberry Medal	A	1	Fiction
Gibbons, F	Marge's Diner		P	4	Nonfiction
Gibbons, G	Milk Makers, The		PI	5	Nonfiction
Gibbons, G	Trains		P	3	Nonfiction
Gibbons, G	Check It Out! Book...Libraries		P	2	Nonfiction
Gibbons, G	Boat Book		P	3	Nonfiction
Gibbons, G	Deadline'From News to Newspape		P	8	Nonfiction
Gibbons, G	Farming		P	5	Nonfiction
Gilman, M	Matthew Henson	Bibliography, index	A	1	Biography
Glazer, T	Tom Glazer's Treasury of Songs	Bibliography, index	PIA	4	Songs
Gottlieb, L	Factory Made: How Things Are		A	3	Nonfiction
Greene, C	Cowboys: What Do They Do?	Picture glossary	P	5	Nonfiction
Grove, V	Goodbye, My Wishing Star		IA	5	Fiction
Haban, R	How Proudly They Wave: Flags	Glossary	IA	1	Nonfiction
Hall, D	Ox Cart Man, The	Caldecott Medal	P	5	Fiction
Hartford, J	Steamboat in a Cornfield	Maps	IA	3	Nonfiction,Poem
Harvey, B	Cassie's Journey: Going West		PI	4	Fiction
Humphrey, H	Farm, The		P	5	Nonfiction

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INFORMATION for the TEACHER

AUTHOR	BOOK TITLE	SPECIAL FEATURES	READ LEVEL	TEXT CHAP	CLASSIFICATION
Montgomery, E	Alexander Graham Bell: Man of			8	Nonfiction
White, R	All Kinds of Trains		I	3	Nonfiction
Anderson, J.	American Family Farm, The		I	5	Nonfiction
Anno, M.	Anno's USA		PIA	1	Fiction
Ferris, J	Arctic Explorer	Bibliography, index, maps	PI	2	Biography
Bendick, J.	Automobiles	Glossary, index	IA	3	Nonfiction
Lasky, K	Beyond the Divide		A	4	Fiction
O'Dell, S	Black Star, Bright Dawn		IA	1	Fiction
Stevenson, R	Block City		P	1	Poetry
Gibbons, G	Boat Book		P	3	Nonfiction
Rockwell, A	Boats		P	3	Info Picture Bk
Robbins, K	Boats		P	3	Nonfiction
Ashabranner, B.	Born to the Land	Bibliography, index	IA	5	Nonfiction
Morris, A	Bread, Bread, Bread	Picture index	P	1	Nonfiction
Brink, C.	Caddie Woodlawn	Newberry Medal	I	5	Fiction
Petersen, J	Careers with a Fire Department			7	Nonfiction
Ray, J	Careers With a Television Stat		PI	8	Nonfiction
Petersen, J	Careers with the Postal Servic			8	Nonfiction
Harvey, B	Cassie's Journey: Going West		PI	4	Fiction
Gibbons, G	Check It Out! Book...Libraries		P	2	Nonfiction
Kraft, B	Coal	Glossary, index	IA	6	Nonfiction
Greene, C	Cowboys: What Do They Do?	Picture glossary	P	5	Nonfiction
Peck, R	Day No Pigs Would Die, A		A	5	Fiction
Gibbons, G	Deadline!From News to Newspape		P	8	Nonfiction
Fisher, L	Death of Evening Star, The		IA	6	Fiction
Paulsen, G	Dogsong		A	1	Fiction
Ross, W	Fabulous Facts About the 50 St		PI	2	Nonfiction
Gottlieb, L	Factory Made: How Things Are		A	3	Nonfiction
Brandt, S.	Facts About the Fifty States	Index	IA	1	Nonfiction
Locker, T	Family Farm		P	5	Fiction
Humphrey, H	Farm, The		P	5	Nonfiction
Gibbons, G	Farming		P	5	Nonfiction
McMillan, B	Finest Kind O'Day: Lobstering		P	6	Nonfiction
Appel, M.	First Book of Baseball, The	Charts, glossary, index	PIA	3	Nonfiction
Epstein, S. &	First Book of Maps and Globes	Bibliography, maps, index	PIA	1	Nonfiction
Aaseng, N	Fortunate Fortunes, The	Bibliography, Index	IA	2	Biography
Blos, J.	Gathering of Days, A	Newberry Medal	IA	5	Fiction
Rabe, B	Girl Who Had No Name, The		IA	5	Fiction
Rogers, J	Goodbye, My Island		I	1	Fiction
Grove, V	Goodbye, My Wishing Star		IA	5	Fiction
McCurdy, M	Hannah's Farm: Seasons on an		P	5	Fiction
Fenten, D	Harvesting the Sea		I	6	Nonfiction
Kudlinski, K	Helen Keller: A Light for the		PI	2	Biography
Turner, A	Heron Street		P	6	Fiction
Haban, R	How Proudly They Wave: Flags	Glossary	IA	1	Nonfiction
Brandt, S.	How to Write a Report		IA	2	Nonfiction
Perl, L	Hunter's Stew and Hangtown Fry		IA	4	Nonfiction
Levinson, Riki	I Go With My Family to Grandma		PIA	4	Fiction
Rockwell, A	I Like the Library		P	2	Info Picture Bk
Baker, D.	I Want to Be a Librarian		P	7	Nonfiction

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INFORMATION for the TEACHER

AUTHOR	BOOK TITLE	SPECIAL FEATURES	READ LEVEL	TEXT CHAP	CLASSIFICATION
Cartwright, S.	What's In a Map?	Map	P	1	Nonfiction
Branley, F	North, South, East, and West		P	1	Nonfiction
Rogers, J	Goodbye, My Island		I	1	Fiction
Stevenson, R	Block City		P	1	Poetry
O'Dell, S	Black Star, Bright Dawn		IA	1	Fiction
Morris, A	Bread, Bread, Bread	Picture index	P	1	Nonfiction
Ross, F	Stories of the States: Refere	Index, maps	IA	1	Reference
Yue, C &	Igloo, The	Bibliography, index	IA	1	Nonfiction
Paulsen, G	Dogsong		A	1	Fiction
Gilman, M	Matthew Henson	Bibliography, index	A	1	Biography
Rinkoff, B	Map Is a Picture, A		P	1	Nonfiction
Brandt, S.	Facts About the Fifty States	Index	IA	1	Nonfiction
Kandoian, E	Is Anybody Up?		P	1	Fiction
Haban, R	How Proudly They Wave: Flags	Glossary	IA	1	Nonfiction
Epstein, S. &	First Book of Maps and Globes	Bibliography, maps, index	PIA	1	Nonfiction
George, J	Julie of the Wolves	Newberry Medal	A	1	Fiction
DeArmond, D.	Sea Oil Lamp, The		PI	1	fiction
Anno, M.	Anno's USA		PIA	1	Fiction
Cobb, V.	Sense of Direction		PI	1	Nonfiction
Mason, T	On the Ice in Antarctica	Index	A	1	Nonfiction
Conrad, P	My Daniel		IA	2	Fiction
Rockwell, A	I Like the Library		P	2	Info Picture Bk
Aaseng, N	Fortunate Fortunes, The	Bibliography, Index	IA	2	Biography
Brandt, S.	How to Write a Report		IA	2	Nonfiction
Coats, L.	Mr. Jordan in the Park		P	2	Fiction
Kudlinski, K	Helen Keller: A Light for the		PI	2	Biography
Ross, W	Fabulous Facts About the 50 St		PI	2	Nonfiction
Gibbons, G	Check It Out! Book...Libraries		P	2	Nonfiction
Ferris, J	Arctic Explorer	Bibliography, index, maps	PI	2	Biography
Bendick, J.	Automobiles	Glossary, index	IA	3	Nonfiction
White, R	All Kinds of Trains		I	3	Nonfiction
Robbins, K	Boats		P	3	Nonfiction
Bucknall, R	Trains	Index, maps	PIA	3	Nonfiction
Gibbons, G	Trains		P	3	Nonfiction
Rockwell, A	Boats		P	3	Info Picture Bk
Jurmain, S	Once Upon a Horse: History	Bibliography, index	IA	3	Nonfiction
Lobel, A	On the Day Peter Stuyvesant		P	3	Fiction; Poem
Scarry, R	In My Town		P	3	Fiction
Gibbons, G	Boat Book		P	3	Nonfiction
Kanetzke, H	Trains and Railroads	Bibliog, glossary, index	P	3	Nonfiction
Rockwell, A	Trains		P	3	Info Picture Bk
Hartford, J	Steamboat in a Cornfield	Maps	IA	3	Nonfiction,Poem
Gottlieb, L	Factory Made: How Things Are		A	3	Nonfiction
Barton, B	Trains		P	3	Info Picture Bk
Appel, M.	First Book of Baseball, The	Charts, glossary, index	PIA	3	Nonfiction
Perl, L	Hunter's Stew and Hangtown Fry		IA	4	Nonfiction
Glazer, T	Tom Glazer's Treasury of Songs	Bibliography, index	PIA	4	Songs
Sasek, M	This Is San Francisco		IA	4	Nonfiction
Coerr, E	Josefina Story Quilt, The		P	4	Fiction
Saucker, A	No Star Nights		P	4	Fiction

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INFORMATION for the TEACHER

AUTHOR	BOOK TITLE	SPECIAL FEATURES	READ LEVEL	TEXT CHAP	CLASSIFICATION
Ashabranner, B.	Born to the Land	Bibliography, index	IA	5	Nonfiction
Gibbons, G	Milk Makers, The		PI	5	Nonfiction
Rabe, B	Girl Who Had No Name, The		IA	5	Fiction
Grove, V	Goodbye, My Wishing Star		IA	5	Fiction
Blos, J.	Gathering of Days, A	Newberry Medal	IA	5	Fiction
Anderson, J.	American Family Farm, The		I	5	Nonfiction
Naylor, P	Maudie in the Middle		I	5	Fiction
Brink, C.	Caddie Woodlawn	Newberry Medal	I	5	Fiction
Lunn, J	Root Cellar, The	Map	IA	5	Fiction

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INFORMATION for the TEACHER

AUTHOR	BOOK TITLE	SPECIAL FEATURES	READ LEVEL	TEXT CHAP	CLASSIFICATION
Brandt, S.	Facts About the Fifty States	Index	IA	1	Nonfiction
Branley, F	North, South, East, and West		P	1	Nonfiction
Cartwright, S.	What's In a Map?	Map	P	1	Nonfiction
Cobb, V.	Sense of Direction		PI	1	Nonfiction
Epstein, S. &	First Book of Maps and Globes	Bibliography, maps, index	PIA	1	Nonfiction
Haban, R	How Proudly They Wave: Flags	Glossary	IA	1	Nonfiction
Mason, T	On the Ice in Antarctica	Index	A	1	Nonfiction
Morris, A	Bread, Bread, Bread	Picture index	P	1	Nonfiction
Rinkoff, B	Map Is a Picture, A		P	1	Nonfiction
Yue, C &	Igloo, The	Bibliography, index	IA	1	Nonfiction

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Report: INFORMATION for the PUPIL

Since the pupil is probably interested in the number of pages in a trade book, this information was included here. The book location, the Dewey Decimal number, and the reading level were included in this report, along with the author and the book title. The alphabetizing by author was demonstrated on page 24A, although this report can also be alphabetized by book title.

INFORMATION for the PUPIL

AUTHOR	BOOK TITLE	NO.of PAGES	BOOK LOCATION	READ LEVEL	DEWEY DECIMAL
Aaseng, N	Fortunate Fortunes, The	76	O-C	IA	J 338.04 A
Allen, T.	On Granddaddy's Farm	48	M-C; PM-C	P	E (EasyBook)
Anderson, J.	American Family Farm, The	96	O-C	I	J 630 A
Anno, M.	Anno's USA	49	B-C; M-C	PIA	E (EasyBook)
Appel, M.	First Book of Baseball, The	95	M-C; O-C	PIA	796.357 A
Ashabranner, B.	Born to the Land	134	M-C; O-C; PM-C	IA	J 978.9 A
Baker, D.	I Want to Be a Librarian	31	M-C	P	J 021 B
Barton, B	Trains	32	M-C	P	E (EasyBook)
Bendick, J.	Automobiles	66	PM-C	IA	J 629.22 B
Bleeker, S.	Sea Hunters, The	159	M-C; PM-C	IA	J 970.4 B
Blos, J.	Gathering of Days, A	144	M-C; O-C; PM-C	IA	J
Brandt, S.	Facts About the Fifty States	72	B-C; M-C	IA	J 917.3 B
Brandt, S.	How to Write a Report	66	M-C; PM-C	IA	J 029.6 B
Branley, F	North, South, East, and West		M-C	P	J 537 B
Brink, C.	Caddie Woodlawn	275	M-C; O-C; PM-C	I	IJ
Bucknall, R	Trains	46	M-Coc	PIA	J 385.1 B
Cartwright, S.	What's In a Map?	31	M-C	P	J 912 C
Coats, L.	Mr. Jordan in the Park	32	M-C	P	E (EasyBook)
Cobb, V.	Sense of Direction	64	M-C	PI	J 153.2 C
Coerr, E	Josefina Story Quilt, The	64	M-C; PM-C; O-C	P	E (EasyBook)
Conrad, P	My Daniel	137	O-C	IA	IJ
[illegible]owcher, H.	Rain Forest	32	M-C; O-C	P	E (EasyBook)
DeArmond, D.	Sea Oil Lamp, The	48	O-C	PI	J
Doty, R	Where Are You Going . . . Oil?	48	M-C		J 665.5 D
Doty, R. &	Where Are You Going . . .Coal?	62	M-C	I	J 553.2 D
Epstein, S. &	First Book of Maps and Globes	63	PM-C	PIA	J 912 E
Fenten, D	Harvesting the Sea	63	M-C	I	J 333.91 F
Ferris, J	Arctic Explorer	80	M-C	PI	JB Henso, F
Fisher, L	Death of Evening Star, The	125	M-C	IA	IJ
Fisher, L	White House, The	96	O-C	I	J 975.3 F
Fleischman, S	Scarebird, The	32	B-C;M-C;O-C;PM-C	P	E (EasyBook)
Garland, M	My Cousin Katie	32	O-C	P	E (EasyBook)
George, J	Julie of the Wolves	170	B-C;M-C;O-C;PM-C	A	IJ
Gibbons, F	Marge's Diner	32	O-C	P	E (EasyBook)
Gibbons, G	Milk Makers, The	32	M-C; O-C; PM-C	PI	E (EasyBook)
Gibbons, G	Trains	32	M-C; O-C; PM-C	P	E (EasyBook)
Gibbons, G	Check It Out! Book...Libraries	32	M-C; O-C; PM-C	P	E (EasyBook)
Gibbons, G	Boat Book	32	B-C;M-C;O-C;PM-C	P	E (EasyBook)
Gibbons, G	Deadline!From News to Newspape	32	O-C	P	J 070 G
Gibbons, G	Farming	32	M-C; O-C	P	E (EasyBook)
Gilman, M	Matthew Henson	112	M-C; PM-C	A	JB Henso, G
Glazer, T	Tom Glazer's Treasury of Songs	256	O-C	PIA	J 782.7 T
Gottlieb, L	Factory Made: How Things Are	112	M-C	A	IJ 670 G
Greene, C	Cowboys: What Do They Do?	64	B-C; M-C	P	E (EasyBook)
Grove, V	Goodbye, My Wishing Star	128	B-C; M-C	IA	IJ
Haban, R	How Proudly They Wave: Flags	111	M-C; O-C; PM-C	IA	J 929.2 H
Hall, D	Ox Cart Man, The	40	B-C; M-C; PM-C	P	J & E
[illegible]artford, J	Steamboat in a Cornfield	40	M-C	IA	E (EasyBook)

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Report: INFORMATION for the LIBRARIAN

Although the books in this study were found at the Elkhart Public Library, the information for the librarian could be useful to school librarians. Besides the author and book title, the librarian also needs the publishing information, the book review information, and the ISB number. Page 25A displays a sample of the information for the librarian.

INFORMATION for the LIBRARIAN

AUTHOR	Aaseng, N
BOOK TITLE	Fortunate Fortunes, The
YEAR OF PUB	1989
PUBLISHER	Lerner
PLACE OF PUB	Minneapolis
ISB NUMBER	0-822-50678-5
LIB of CONG #	88-8025
DEWEY DECIMAL #	J 338.04 A
BOOK REVIEW A	BL 05/01/89 85:p1543
BOOK REVIEW B	CCB-B 06/89 42:p241
BOOK REVIEW C	HB 07/89 65:p497
BOOK REVIEW D	KR 02/15/89 57:p288
BOOK REVIEW E	SLJ 06/89 35:p110
ILLUSTRATOR	Photos
PAGES in BOOK	76
CLASSIFICATION	Biography

AUTHOR	Allen, T.
BOOK TITLE	On Granddaddy's Farm
YEAR OF PUB	1989
PUBLISHER	Knopf
PLACE OF PUB	New York
ISB NUMBER	0-394-89613-5
LIB of CONG #	88-23374
DEWEY DECIMAL #	E (EasyBook)
BOOK REVIEW A	BL 10/89 86:p277
BOOK REVIEW B	KR 10/01/89 57:p1469
BOOK REVIEW C	PW 10/13/89 236:p51
BOOK REVIEW D	SE 04/90 54:p220
BOOK REVIEW E	
ILLUSTRATOR	Allen, T.
PAGES in BOOK	48
CLASSIFICATION	Fiction

AUTHOR	Anderson, J.
BOOK TITLE	American Family Farm: A Photo Essay, The
YEAR OF PUB	1989
PUBLISHER	Harcourt Brace Jovanovich
PLACE OF PUB	San Diego
ISB NUMBER	0-152-03025-5
LIB of CONG #	88-30068
DEWEY DECIMAL #	J 630 A
BOOK REVIEW A	SE 04/90 54:p222
BOOK REVIEW B	SLJ 10/89 35:p122
BOOK REVIEW C	
BOOK REVIEW D	
BOOK REVIEW E	
ILLUSTRATOR	Ancona, G. (Photos)
PAGES in BOOK	96
CLASSIFICATION	Nonfiction

Report: KEY WORD SEARCH

Trade books on a common topic can be found by performing a key word search. For example, all the trade books in the data base concerning "farm" were found through the key word search. The results were printed on page 26A. Again, these can be listed alphabetically by author or by title.

A search was also made combining the key word "farm" with a particular reading level (I). The results of this search were printed on page 26B.

SEARCH: Key Word: FARM

BOOK TITLE	AUTHOR	READ LEVEL	TEXT CHAP
On Granddaddy's Farm	Allen, T.	P	5
American Family Farm, The	Anderson, J.	I	5
Born to the Land	Ashabranner, B.	IA	5
Gathering of Days, A	Blos, J.	IA	5
My Daniel	Conrad, P	IA	2
Scarebird, The	Fleischman, S	P	5
My Cousin Katie	Garland, M	P	5
Milk Makers, The	Gibbons, G	PI	5
Farming	Gibbons, G	P	5
Goodbye, My Wishing Star	Grove, V	IA	5
Ox Cart Man, The	Hall, D	P	5
Farm, The	Humphrey, H	P	5
Yonder	Johnston, T	P	5
Six Crows: A Fable	Lionni, L	P	5
Family Farm	Locker, T	P	5
Root Cellar, The	Lunn, J	IA	5
Hannah's Farm: Seasons on an	McCurdy, M	P	5
Maudie in the Middle	Naylor, P	I	5
Day No Pigs Would Die, A	Peck, R	A	5
Girl Who Had No Name, The	Rabe, B	IA	5

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SEARCH: Key Word: FARM AND Reading Level: INTERMEDIATE

BOOK TITLE	AUTHOR	READ LEVEL	TEXT CHAP
American Family Farm, The	Anderson, J.	I	5
Born to the Land	Ashabranner, B.	IA	5
Gathering of Days, A	Blos, J.	IA	5
My Daniel	Conrad, P	IA	2
Milk Makers, The	Gibbons, G	PI	5
Goodbye, My Wishing Star	Grove, V	IA	5
Root Cellar, The	Lunn, J	IA	5
Maudie in the Middle	Naylor, P	I	5
Girl Who Had No Name, The	Rabe, B	IA	5

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Report: READING LEVEL

Searches were made to find those books that are on the primary reading level (pages 27A and 27B), the intermediate reading level (page 27C), and the advanced reading level (page 27D).

Another search was made to find those trade books that are on the primary reading level and that correlate with chapter one of the textbook (page 27E).

READING LEVEL -- PRIMARY

SEARCH: PRIMARY LEVEL

AUTHOR	BOOK TITLE	READ LEVEL
Cartwright, S.	What's In a Map?	P
Branley, F	North, South, East, and West	P
Stevenson, R	Block City	P
Morris, A	Bread, Bread, Bread	P
Rinkoff, B	Map Is a Picture, A	P
Kandoian, E	Is Anybody Up?	P
Epstein, S. &	First Book of Maps and Globes	PIA
DeArmond, D.	Sea Oil Lamp, The	PI
Anno, M.	Anno's USA	PIA
Cobb, V.	Sense of Direction	PI
Rockwell, A	I Like the Library	P
Coats, L.	Mr. Jordan in the Park	P
Kudlinski, K	Helen Keller: A Light for the	PI
Ross, W	Fabulous Facts About the 50 St	PI
Gibbons, G	Check It Out! Book...Libraries	P
Ferris, J	Arctic Explorer	PI
Robbins, K	Boats	P
Bucknall, R	Trains	PIA
Gibbons, G	Trains	P
Rockwell, A	Boats	P
Lobel, A	On the Day Peter Stuyvesant	P
Scarry, R	In My Town	P
Gibbons, G	Boat Book	P
Kanetzke, H	Trains and Railroads	P
Rockwell, A	Trains	P
Barton, B	Trains	P
Appel, M.	First Book of Baseball, The	PIA
Glazer, T	Tom Glazer's Treasury of Songs	PIA
Coerr, E	Josefina Story Quilt, The	P
Smucker, A	No Star Nights	P
Harvey, B	Cassie's Journey: Going West	PI
Levinson, Riki	I Go With My Family to Grandma	PIA
Gibbons, F	Marge's Diner	P
McCurdy, M	Hannah's Farm: Seasons on an	P
Greene, C	Cowboys: What Do They Do?	P
Gibbons, G	Milk Makers, The	PI
Allen, T.	On Granddaddy's Farm	P
Locker, T	Family Farm	P
Humphrey, H	Farm, The	P
Fleischman, S	Scarebird, The	P
Lewis, J	Tsar and the Amazing Cow, The	P
Johnston, T	Yonder	P
Hall, D	Ox Cart Man, The	P
Garland, M	My Cousin Katie	P
Lionni, L	Six Crows: A Fable	P

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READING LEVEL -- PRIMARY

SEARCH: PRIMARY LEVEL

AUTHOR	BOOK TITLE	READ LEVEL
Gibbons, G	Farming	P
Cowcher, H.	Rain Forest	P
Turner, A	Heron Street	P
Lowery, B	Oil	P
McMillan, B	Finest Kind O'Day: Lobstering	P
Baker, D.	I Want to Be a Librarian	P
Sasek, M	This is Washington, D. C.	PIA
Maher, J	Ideas About Taxes	P
Winn, M	Thief Catcher: A Story About	P
Gibbons, G	Deadline!From News to Newspape	P
Shay, A	What Happens When You Make a T	P
Ray, J	Careers With a Television Stat	PI

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READING LEVEL -- INTERMEDIATE

AUTHOR	BOOK TITLE	READ LEVEL
Aaseng, N	Fortunate Fortunes, The	IA
Anderson, J.	American Family Farm, The	I
Anno, M.	Anno's USA	PIA
Appel, M.	First Book of Baseball, The	PIA
Ashabranner, B.	Born to the Land	IA
Bendick, J.	Automobiles	IA
Bleeker, S.	Sea Hunters, The	IA
Blos, J.	Gathering of Days, A	IA
Brandt, S.	Facts About the Fifty States	IA
Brandt, S.	How to Write a Report	IA
Brink, C.	Caddie Woodlawn	I
Bucknall, R	Trains	PIA
Cobb, V.	Sense of Direction	PI
Conrad, P	My Daniel	IA
DeArmond, D.	Sea Oil Lamp, The	PI
Doty, R. &	Where Are You Going . . .Coal?	I
Epstein, S. &	First Book of Maps and Globes	PIA
Fenten, D	Harvesting the Sea	I
Ferris, J	Arctic Explorer	PI
Fisher, L	Death of Evening Star, The	IA
Fisher, L	White House, The	I
Gibbons, G	Milk Makers, The	PI
Glazer, T	Tom Glazer's Treasury of Songs	PIA
Grove, V	Goodbye, My Wishing Star	IA
Haban, R	How Proudly They Wave: Flags	IA
Hartford, J	Steamboat in a Cornfield	IA
Harvey, B	Cassie's Journey: Going West	PI
Jurmain, S	Once Upon a Horse: History	IA
Kraft, B	Coal	IA
Kudlinski, K	Helen Keller: A Light for the	PI
Levinson, Riki	I Go With My Family to Grandma	PIA
Lunn, J	Root Cellar, The	IA
Navarra, J	Superboats	IA
Naylor, P	Maudie in the Middle	I
O'Dell, S	Black Star, Bright Dawn	IA
Perl, L	Hunter's Stew and Hangtown Fry	IA
Rabe, B	Girl Who Had No Name, The	IA
Ray, J	Careers With a Television Stat	PI
Rogers, J	Goodbye, My Island	I
Ross, F	Stories of the States: Refere	IA
Ross, W	Fabulous Facts About the 50 St	PI
Sasek, M	This Is San Francisco	IA
Sasek, M	This is Washington, D. C.	PIA
Talbot, C	Orphan for Nebraska, An	I
White, R	All Kinds of Trains	I
Yue, C &	Igloo, The	IA

P=PRIMARY LEVEL PI=PRIMARY & INTERMEDIATE LEVELS I=INTERMEDIATE LEVEL
IA=INTERMEDIATE & ADVANCED LEVELS A=ADVANCED LEVEL PIA=ALL LEVELS

READING LEVEL -- ADVANCED

AUTHOR	BOOK TITLE	READ LEVEL
Aaseng, N	Fortunate Fortunes, The	IA
Anno, M.	Anno's USA	PIA
Appel, M.	First Book of Baseball, The	PIA
Ashabranner, B.	Born to the Land	IA
Bendick, J.	Automobiles	IA
Bleeker, S.	Sea Hunters, The	IA
Blos, J.	Gathering of Days, A	IA
Brandt, S.	Facts About the Fifty States	IA
Brandt, S.	How to Write a Report	IA
Bucknall, R	Trains	PIA
Conrad, P	My Daniel	IA
Epstein, S. &	First Book of Maps and Globes	PIA
Fisher, L	Death of Evening Star, The	IA
George, J	Julie of the Wolves	A
Gilman, M	Matthew Henson	A
Glazer, T	Tom Glazer's Treasury of Songs	PIA
Gottlieb, L	Factory Made: How Things Are	A
Grove, V	Goodbye, My Wishing Star	IA
Haban, R	How Proudly They Wave: Flags	IA
Hartford, J	Steamboat in a Cornfield	IA
Jurmain, S	Once Upon a Horse: History	IA
Kraft, B	Coal	IA
Lasky, K	Beyond the Divide	A
Levinson, Riki	I Go With My Family to Grandma	PIA
Lunn, J	Root Cellar, The	IA
Mason, T	On the Ice in Antarctica	A
Navarra, J	Superboats	IA
O'Dell, S	Black Star, Bright Dawn	IA
Paulsen, G	Dogsong	A
Peck, R	Day No Pigs Would Die, A	A
Perl, L	Hunter's Stew and Hangtown Fry	IA
Rabe, B	Girl Who Had No Name, The	IA
Ross, F	Stories of the States: Refere	IA
Sasek, M	This Is San Francisco	IA
Sasek, M	This is Washington, D. C.	PIA
Yue, C &	Igloo, The	IA

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INFORMATION for the TEACHER

SEARCH: Reading Level: PRIMARY AND Textbook Chapter: 1

AUTHOR	BOOK TITLE	SPECIAL FEATURES	READ LEVEL	TEXT CHAP	CLASSIFICATION
Anno, M.	Anno's USA		PIA	1	Fiction
Branley, F	North, South, East, and West		P	1	Nonfiction
Cartwright, S.	What's In a Map?	Map	P	1	Nonfiction
Cobb, V.	Sense of Direction		PI	1	Nonfiction
DeArmond, D.	Sea Oil Lamp, The		PI	1	fiction
Epstein, S. &	First Book of Maps and Globes	Bibliography, maps, index	PIA	1	Nonfiction
Kandoian, E	Is Anybody Up?		P	1	Fiction
Morris, A	Bread, Bread, Bread	Picture index	P	1	Nonfiction
Rinkoff, B	Map Is a Picture, A		P	1	Nonfiction
Stevenson, R	Block City		P	1	Poetry

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I=INTERMEDIATE LEVEL
PIA=ALL LEVELS

Report: AUTHOR AND BOOK TITLE

Two print outs were made of all the trade books entered into the data base. One shows the trade books alphabetized by author (pages 28A and 28B), and the other shows the trade books alphabetized by book title (pages 28C and 28D).

AUTHOR AND BOOK TITLE

AUTHOR	BOOK TITLE
Aaseng, N	Fortunate Fortunes, The
Allen, T.	On Granddaddy's Farm
Anderson, J.	American Family Farm: A Photo Essay, The
Anno, M.	Anno's USA
Appel, M.	First Book of Baseball, The
Ashabranner, B.	Born to the Land: An American Portrait
Baker, D.	I Want to Be a Librarian
Barton, B	Trains
Bendick, J.	Automobiles
Bleeker, S.	Sea Hunters:Indians of the Northwestern Coast
Blos, J.	Gathering of Days:A New England Girl's Journa
Brandt, S.	Facts About the Fifty States
Brandt, S.	How to Write a Report
Branley, F	North, South, East, and West
Brink, C.	Caddie Woodlawn
Bucknall, R	Trains
Cartwright, S.	What's In a Map?
Coats, L.	Mr. Jordan in the Park
Cobb, V.	Sense of Direction:Up and Down and All Around
Coerr, E	Josefina Story Quilt, The
Conrad, P	My Daniel
Cowcher, H.	Rain Forest
DeArmond, D.	Sea Oil Lamp, The
Doty, R	Where Are You Going with that Oil?
Doty, R. &	Where Are You Going with that Coal?
Epstein, S. &	First Book of Maps and Globes
Fenten, D	Harvesting the Sea
Ferris, J	Arctic Explorer: The Story of Matthew Henson
Fisher, L	Death of Evening Star: Diary of a Young New E
Fisher, L	White House, The
Fleischman, S	Scarebird, The
Garland, M	My Cousin Katie
George, J	Julie of the Wolves
Gibbons, F	Marge's Diner
Gibbons, G	Milk Makers, The
Gibbons, G	Trains
Gibbons, G	Check It Out! The Book About Libraries
Gibbons, G	Boat Book
Gibbons, G	Deadline! From News to Newspaper
Gibbons, G	Farming
Gilman, M	Matthew Henson: Explorer
Glazer, T	Tom Glazer's Treasury of Songs for Children
Gottlieb, L	Factory Made: How Things Are Manufactured
Greene, C	Cowboys: What Do They Do?
Grove, V	Goodbye, My Wishing Star
Haban, R	How Proudly They Wave: Flags of the 50 States
Hall, D	Ox Cart Man, The
Hartford, J	Steamboat in a Cornfield
Harvey, B	Cassie's Journey: Going West in the 1860s
Humphrey, H	Farm, The
Johnston, T	Yonder

AUTHOR AND BOOK TITLE

AUTHOR	BOOK TITLE
Jurmain, S	Once Upon a Horse: A History of Horses
Kandoian, E	Is Anybody Up?
Kanetzke, H	Trains and Railroads
Kraft, B	Coal
Kudlinski, K	Helen Keller: A Light for the Blind
Lasky, K	Beyond the Divide
Levinson, Riki	I Go With My Family to Grandma's
Lewis, J	Tsar and the Amazing Cow, The
Lionni, L	Six Crows: A Fable
Lobel, A	On the Day Peter Stuyvesant Sailed Into Town
Locker, T	Family Farm
Lowery, B	Oil
Lunn, J	Root Cellar, The
Maher, J	Ideas About Taxes
Mason, T	On the Ice in Antarctica
McCurdy, M	Hannah's Farm:The Seasons on an Early America
McMillan, B	Finest Kind O'Day: Lobstering in Maine
Montgomery, E	Alexander Graham Bell: Man of Sound
Morris, A	Bread, Bread, Bread
Navarra, J	Superboats
Naylor, P	Maudie in the Middle
O'Dell, S	Black Star, Bright Dawn
Paulsen, G	Dogsong
Peck, R	Day No Pigs Would Die, A
Perl, L	Hunter's Stew and Hangtown Fry: What Pioneer
Petersen, J	Careers with the Postal Service
Petersen, J	Careers with a Fire Department
Rabe, B	Girl Who Had No Name, The
Ray, J	Careers With a Television Station
Rinkoff, B	Map Is a Picture, A
Robbins, K	Boats
Rockwell, A	Boats
Rockwell, A	I Like the Library
Rockwell, A	Trains
Rogers, J	Goodbye, My Island
Ross, F	Stories of the States:Reference Guide to the
Ross, W	Fabulous Facts About the Fifty States
Sasek, M	This Is San Francisco
Sasek, M	This is Washington, D. C.
Scarry, R	In My Town
Shay, A	What Happens When You Make a Telephone Call
Shay, A	What Happens When You Mail a Letter
Smucker, A	No Star Nights
Stevenson, R	Block City
Talbot, C	Orphan for Nebraska, An
Turner, A	Heron Street
White, R	All Kinds of Trains
Winn, M	Thief Catcher: A Story About Why People Pay
Yue, C &	Igloo, The

AUTHOR AND BOOK TITLE

AUTHOR	BOOK TITLE
Montgomery, E	Alexander Graham Bell: Man of Sound
White, R	All Kinds of Trains
Anderson, J.	American Family Farm: A Photo Essay, The
Anno, M.	Anno's USA
Ferris, J	Arctic Explorer: The Story of Matthew Henson
Bendick, J.	Automobiles
Lasky, K	Beyond the Divide
O'Dell, S	Black Star, Bright Dawn
Stevenson, R	Block City
Gibbons, G	Boat Book
Rockwell, A	Boats
Robbins, K	Boats
Ashabranner, B.	Born to the Land: An American Portrait
Morris, A	Bread, Bread, Bread
Brink, C.	Caddie Woodlawn
Petersen, J	Careers with a Fire Department
Ray, J	Careers With a Television Station
Petersen, J	Careers with the Postal Service
Harvey, B	Cassie's Journey: Going West in the 1860s
Gibbons, G	Check It Out! The Book About Libraries
Kraft, B	Coal
Greene, C	Cowboys: What Do They Do?
Peck, R	Day No Pigs Would Die, A
Gibbons, G	Deadline! From News to Newspaper
Fisher, L	Death of Evening Star: Diary of a Young New E
Paulsen, G	Dogsong
Ross, W	Fabulous Facts About the Fifty States
Gottlieb, L	Factory Made: How Things Are Manufactured
Brandt, S.	Facts About the Fifty States
Locker, T	Family Farm
Humphrey, H	Farm, The
Gibbons, G	Farming
McMillan, B	Finest Kind O'Day: Lobstering in Maine
Appel, M.	First Book of Baseball, The
Epstein, S. &	First Book of Maps and Globes
Aaseng, N	Fortunate Fortunes, The
Blos, J.	Gathering of Days:A New England Girl's Journa
Rabe, B	Girl Who Had No Name, The
Rogers, J	Goodbye, My Island
Grove, V	Goodbye, My Wishing Star
McCurdy, M	Hannah's Farm:The Seasons on an Early America
Fenten, D	Harvesting the Sea
Kudlinski, K	Helen Keller: A Light for the Blind
Turner, A	Heron Street
Haban, R	How Proudly They Wave: Flags of the 50 States
Brandt, S.	How to Write a Report
Perl, L	Hunter's Stew and Hangtown Fry: What Pioneer
Levinson, Riki	I Go With My Family to Grandma's
Rockwell, A	I Like the Library
Baker, D.	I Want to Be a Librarian
Maher, J	Ideas About Taxes

AUTHOR AND BOOK TITLE

AUTHOR	BOOK TITLE
Yue, C &	Igloo, The
Scarry, R	In My Town
Kandoian, E	Is Anybody Up?
Coerr, E	Josefina Story Quilt, The
George, J	Julie of the Wolves
Rinkoff, B	Map Is a Picture, A
Gibbons, F	Marge's Diner
Gilman, M	Matthew Henson: Explorer
Naylor, P	Maudie in the Middle
Gibbons, G	Milk Makers, The
Coats, L.	Mr. Jordan in the Park
Garland, M	My Cousin Katie
Conrad, P	My Daniel
Smucker, A	No Star Nights
Branley, F	North, South, East, and West
Lowery, B	Oil
Allen, T.	On Granddaddy's Farm
Lobel, A	On the Day Peter Stuyvesant Sailed Into Town
Mason, T	On the Ice in Antarctica
Jurmain, S	Once Upon a Horse: A History of Horses
Talbot, C	Orphan for Nebraska, An
Hall, D	Ox Cart Man, The
Cowcher, H.	Rain Forest
Lunn, J	Root Cellar, The
Fleischman, S	Scarebird, The
Bleeker, S.	Sea Hunters:Indians of the Northwestern Coast
DeArmond, D.	Sea Oil Lamp, The
Cobb, V.	Sense of Direction:Up and Down and All Around
Lionni, L	Six Crows: A Fable
Hartford, J	Steamboat in a Cornfield
Ross, F	Stories of the States:Reference Guide to the
Navarra, J	Superboats
Winn, M	Thief Catcher: A Story About Why People Pay
Sasek, M	This Is San Francisco
Sasek, M	This is Washington, D. C.
Glazer, T	Tom Glazer's Treasury of Songs for Children
Rockwell, A	Trains
Barton, B	Trains
Gibbons, G	Trains
Bucknall, R	Trains
Kanetzke, H	Trains and Railroads
Lewis, J	Tsar and the Amazing Cow, The
Shay, A	What Happens When You Mail a Letter
Shay, A	What Happens When You Make a Telephone Call
Cartwright, S.	What's In a Map?
Doty, R. &	Where Are You Going with that Coal?
Doty, R	Where Are You Going with that Oil?
Fisher, L	White House, The
Johnston, T	Yonder

Comments about the Supplemental Reading List

A supplementary reading list was included in the teacher's edition of Communities and Resources. An attempt was made to locate each of these books at the Elkhart Public Library. Those trade books that were on the recommended list and that were in the public library's holdings were indicated in this study by a "Yes" in the "RECOMBKLIST" field of the data base.

Of the eighty-five books recommended for the pupils in Communities and Resources, thirty were found at the Elkhart Public Library. Twenty-eight of the thirty books were nonfiction books. The years of publication for these thirty books range from 1951 to 1978. However, the Elkhart Public Library has a revised edition of one of the recommended books, and its year of publication is 1984.

Page 29A demonstrates a retrieval that was made to list all the books on the textbook's recommended reading list that were found at the Elkhart Public Library.

BOOKS ON THE TEXTBOOK'S RECOMMENDED READING LIST THAT THE ELKHART PUBLIC LIBRARY HAS

ARRANGED BY TEXTBOOK CHAPTER

AUTHOR	BOOK TITLE	TEXT CHAPTER	READ LEVEL
Cartwright, S.	What's In a Map?	1	P
Rinkoff, B	Map Is a Picture, A	1	P
Epstein, S. &	First Book of Maps and Globes	1	PIA
Cobb, V.	Sense of Direction	1	PI
Rockwell, A	I Like the Library	2	P
Brandt, S.	How to Write a Report	2	IA
Ross, W	Fabulous Facts About the 50 St	2	PI
Bendick, J.	Automobiles	3	IA
Scarry, R	In My Town	3	P
Gottlieb, L	Factory Made: How Things Are	3	A
Sasek, M	This Is San Francisco	4	IA
Humphrey, H	Farm, The	5	P
Doty, R. &	Where Are You Going . . .Coal?	6	I
Lowery, B	Oil	6	P
Kraft, B	Coal	6	IA
McMillan, B	Finest Kind O'Day: Lobstering	6	P
Navarra, J	Superboats	6	IA
Sleeker, S.	Sea Hunters, The	6	IA
Fenten, D	Harvesting the Sea	6	I
Doty, R	Where Are You Going . . . Oil?	6	
Baker, D.	I Want to Be a Librarian	7	P
Petersen, J	Careers with a Fire Department	7	
Sasek, M	This is Washington, D. C.	7	PIA
Maher, J	Ideas About Taxes	7	P
Winn, M	Thief Catcher: A Story About	7	P
Shay, A	What Happens When You Make a T	8	P
Ray, J	Careers With a Television Stat	8	PI
Shay, A	What Happens When You Mail a L	8	
Petersen, J	Careers with the Postal Servic	8	
Montgomery, E	Alexander Graham Bell: Man of	8	

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Chapter 3

Summary of the Study

Social studies can be more interesting to pupils by supplementing the textbook with trade books. Trade books bring history alive to children (Freeman and Levstik 331).

To add interest to a social studies program, trade books from the Elkhart Public Library were identified that would supplement the Communities and Resources textbook. To do this, the themes and main topics of the textbook were identified.

As a way of storing the trade books, a data base was created. The information that was entered into the data base about each book included: author, title, year of publication, place of publication, publisher, international standard book number, Dewey Decimal number, book reviews, key words, reading level, related textbook chapter, location of the book, illustrator, number of pages in the book, classification, and special features. An attempt was made to list four key words and to find book reviews for each book stored in the data base. Samples of some of the ways the information can be retrieved about the books that were included in this study were printed to demonstrate some of the capabilities of the data base.

An attempt was made to see which books the Elkhart Public Library had that were on the supplementary reading list included

in the teacher's edition of the social studies textbook. Thirty of the eighty-five books recommended were found at the public library. These books were indicated in the study.

Conclusions of the Study

Trade books used to supplement the social studies textbook can help capture pupils' interest and can also help them better understand the concepts being taught (McGowan and Guzzetti 17-18). Trade books allow a pupil to read books that are written on his reading level. They are also written in a more interesting way than textbooks. Often, trade books connect new information with a pupil's prior knowledge, making the new information more easily understood (McGowan and Guzzetti 17). Trade books can be used to help pupils think and read critically (Freeman and Levstik 330; McGowan and Guzzetti 18).

The Elkhart Public Library was the library consulted to find trade books to supplement and enrich Communities and Resources. The librarians were very helpful to this study. The library had a good supply of trade books that correlated with the themes and topics in the social studies textbook. This study included 101 trade books from the Elkhart Public Library's collection. The public library had a good supply of reference books, which were used to find review citations and other information concerning the trade books. The library also had several of the periodicals which contained the actual book reviews. Difficulty came in attempting to find the classification of the books labeled "Easy Books," the reading levels, the illustrator(s), and the ISB numbers.

Recommendations of the Study

It is recommended that:

1. The social studies teacher assumes the responsibility to supplement the social studies program with trade books.

2. The teacher have trade books from the Elkhart Public Library available to the pupils in the classroom.

3. A list of the trade books identified in this study be given to the third grade teachers within the Concord Community School system.

4. The third grade students of the Concord Community School system be given a list of the trade books identified in this study.

5. A list of the trade books identified in this study be given to Concord School librarians.

6. Students be taught to use the computer system at the Elkhart Public Library to search for books by title, author, and subject.

7. Reviews of children's literature be read regularly by classroom teachers and school librarians.

8. Supplementary reading lists given in teacher's editions of social studies textbooks include current trade books, fiction trade books, and complete bibliographic information.

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